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ABSTRACT

A speech on federal priorities in education (Eugene Gonzales) and another on the importance of cooperation between public and private school officials (Charles J. O'Mallay) make up the major portion of the document. The speeches express the major themes of the conference. Ten pages provide brief summaries of the workshops on: (1) school district foundations; (2) stress/burnout; (3) quality circles; (4) uses of new technology in the classroom; (5) establishing dialogue between private and public schools; (6) exemplary instructional programs available through the National Diffusion Network (NDN); (7) preparation for an audit of a state or federal project; (8) instruction on clinical supervision; (9) funded services available; and (10) generalizations from research on more effective schools and teachers. The conference agenda and the names of the presenters and participants are given in the appendix. (JW)

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WORKING TOGETHER:

PROCEEDINGS OF A LEADERSHIP CONFERENCE FOR PRIVATE AND PUBLIC SCHOOL ADMINISTRATORS

SPONSORED BY THE

SCHOOL OF EDUCATION
SAN FRANCISCO STATE UNIVERSITY
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CALIFORNIA STATE DEPARTMENT OF EDUCATION

NOVEMBER 13, 1982

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CONFERENCE OVERVIEW

The future of American education - and the education of America's future citizens - is a topic of increasingly intense concern and debate among educators, political leaders, and the general public.

Researchers and educators have talked for a long time about the effects of declining enrollments, fewer dollars, and increasing demands on the schools. If anything, the extent of these problems has been greater than predicted.

It also has become increasingly apparent that, if the education community is to overcome the financial and academic issues it faces, the various parts of that community must work more closely together. Cooperation and sharing are key to the efficient and effective use of limited resources. The conference sponsors hoped to increase the participants' awareness of the wealth of experience and information that could be shared to their mutual benefit.

In this spirit, the U.S. Department of Education, Region IX, the California State Department of Education, and the School of Education, San Francisco State University joined to sponsor a one day Leadership Conference for Public and Private School Administrators on November 13, 1982. The theme of the conference was Private and Public Schools Working Together. The major purposes were:

To exchange ideas and information about issues and activities of mutual interest to public and private school administrators.

To provide Chapter 2, Block Grant and National Diffusion Network information to school administrators.

To provide information and training sessions to private and public school administrators which will increase their effectiveness as educational leaders and offer opportunites for increased cooperation.

To provide information about newly consolidated Federal programs available to private and public schools.

To provide information about exemplary programs suitable for replication in public and private schools.

Conference participants were welcomed by Dr. Paul Romberg, President of San Francisco State University and host of the day's events. Dr. Henrietta Schwartz, Dean of the School of Education, discussed some of the reasons for this Leadership Conference of public and private school administrators, and the potential outcomes.

The conference themes were highlighted in the day's two major presentations. In the opening address, Dr. Eugene Gonzales, Region IX Secretary's Regional Representative, U.S. Department of Education, discussed "Federal Priorities in Education: Public and Private Schools." He provided a national perspective to the issues facing public and private school administrators, as well as a personal perspective based on his own experiences as a school administrator.

The theme of cooperation was stressed again in the luncheon address by Dr. Charles J. O'Malley, Executive Assistant for Private Education, U.S. Department of Education. His remarks, entitled "A Loaf of Bread, A Cup of Coffee and Thou," pointed out some of the misconceptions held by public and private school officials about each other. Clearly, one goal of the U.S. Department of Education is to encourage public and private administrators to communicate and, hopefully, to dispel some of these misconceptions.

The conference themes were carried through the twelve workshops held during the day. The program was structured to allow participants to join four different groups and to interact with as many colleagues as possible. The workshop topics covered a variety of issues of concern to both public and private educators:

1. School Foundations Movement: An Alternative Source for Fund Raising
2. Administrators' Stress: Coping with Burnout
3. Quality Circles: A New Decision-Making Process for Administrators
4. New Technology: Learning Tools for the 80's
5. Going with Winners: Instructional Programs that are Working Right Now and Are Available to Your Private and Public School through the National Diffusion Network

6. ECIA Chapter 2: Monies for Public and Private Schools

7. Making Staff Development Activities Work

8. Beginning a Private-Public School Dialogue: What are the Payoffs?

9. How to Avoid an Audit Disaster

10. Using Computers for School Instruction and Management

11. Clinical Supervision for Public and Private School Administrators

12. ECIA Chapter 2: Participating in State Priority Programs-Getting your Share

Participants

One hundred and seventeen persons attended the conference. Twenty additional persons served as group leaders or major presenters. Seventy-nine different private schools were represented, and thirteen public schools and school districts sent participants. Additionally, the California Association of Private Special Education and the Archdioceses of Oakland and San Francisco were represented. A complete listing of those in attendance and the schools and institutions they represented appears in the Appendix.

"Federal Priorities in Education: Public and Private Schools"

Dr. Eugene Gonzales, Secretary's Regional Representative, Region IX, U.S. Department of Education

I want to thank all of you for joining us today. My special thanks goes to our colleagues here at San Francisco State University and at the California State Department of Education for working with us to organize today's meeting.

This is an event which some of us have been discussing for many years. It is an effort to address common problems; to share information, experiences and ideas and perhaps to explore some issues public and private school administrators have been reluctant to discuss together.

Some of this country's most effective education programs, teachers and administrators are here in this Region. These educators are well-trained in education and management and are committed and capable in the classroom. It doesn't matter whether that classroom is in a private, parochial, or public school. The ingredients of a successful school are essentially the same. Research, including that done by our National Institute of Education, has identified the administrator as a key element to an effective learning environment.

We are talking today about our common effort to be good administrators and good educators. We are here to discuss common problems, to share information and to discuss new approaches as well as proven exemplary programs. We all have an opportunity to benefit from this exchange.

Take, for instance, the subject of exemplary programs and excellence in education. We all know of examples, whether they are in public or private schools. As you may know, last year Secretary of Education Ted Bell established the National Commission on Excellence in Education. The distinguished members of this Commission have spent the past year exploring the critical issues facing American education and examing some of the various approaches used by the education community to address these problems. Their first public hearing, which explored the questions around math and science education, was held at nearby Stanford University. Other hearings examined such issues as teacher education, language, literacy, education and work.

Here in Region IX, we held a follow-up seminar on the teacher as the key to

excellence in the classroom. Participants explored what makes an outstanding teacher and what support a teacher needs from administrators, colleagues, and the community to reach his or her potential. These participants were themselves outstanding teachers selected by their colleagues or administrators. They came from Arizona, California and Nevada. They represented elementary, secondary, special, public and private schools.

And they really were outstanding as they shared their ideas and experiences on excellence in teaching, and the factors needed to promote excellence. I could feel their empathy and excitement build. One common theme that kept recurring was the need for encouragement and support from administrators.

The feelings shared that day and the questions faced by those teachers, and by those of us here today, remind me of my own early experience in the education world. Many years ago, I graduated from Whittier College with a teaching credential, but with the intention of being a probation officer in the barrios of East Los Angeles with which I was acquainted. I took a temporary job as a teacher and never left to join law enforcement.

I used to poke my head into other classrooms to see what other teachers were doing. I would go in after school to see their bulletin boards. In those days if you had a good bulletin board, you were thought to be a good teacher!

We taught the core program by units - the unit approach that's so "new" today. During those days we called decoding "phonics"; now we call phonics "decoding".

But I learned from others, by watching what they did, by sharing information and problems. We're still doing that, only we're trying to expand our potential resources. We want to take the best practices, whether from a public or private school, and share them. That makes for more effective classrooms, and more effective schools.

In some ways, I thought private schools had fewer problems then. While chairing the California Department of Education Curriculum Commission, we would travel around California evaluating textbooks. The best ones always seemed to be in the private schools. Even then, they adopted multiple texts, a valuable instructional process our public school later learned from them. For one thing, the ability to have multiple texts finally allowed educators to meet limited English speaking needs. I knew Spanish families who obtained textbooks from Latin America to help their children keep up with their English-speaking friends

in subject matter. Sometimes it seems to take us educators a long time to recognize and adopt good practices already known to laymen.

What is the Region IX office doing these days? We are working on several initatives which affect both public and private schools, several of which you will have an opportunity to discuss here today.

For example, we are looking closely at the advantages of technology in classroom. Schools are beginning to move ahead in using computer technology despite financial problems.

As Dr. Romberg mentioned, the state of the economy is taking its toll. Some states, like California, are having a hard time paying their bills. Hawaii, Nevada and Arizona also face bleak budget pictures.

How can we provide sufficient money for our schools? One alternative, the new school foundations, will also be explored in one of today's workshops.

While we do need money, we also need ideas. One approach is to work more with industry, to blend private enterprise and education to promote quality teaching and learning. The President's Commission on Private Sector Initiatives is exploring some of the possibilities. Region IX is working with the Commission on a local level.

Other issues to be addressed are the tuition tax credit and voucher proposals. While controversial, they need to be openly discussed.

Also, the President and the Secretary will continue to move toward replacing the Department of Education possibly with a foundation. This is one part of the larger effort to return control of education to the states and local communities where it belongs and should have remained.

Another important part of that effort has already been accomplished with the block grants. You will hear more about that later. Private and public schools will receive help, with more flexibility, through the block grant. There will be much less paperwork and involve fewer regulations.

I joined the U.S. Department of Education only six months ago. As a school administrator, if I could have had this flexibility we could have served more students with more teachers, aides and materials.

Most administrators want more flexibility and more money. As Secretary

Bell noted in a speech at UC-Berkeley, more money will not be flowing freely from the Federal government as in the past.

So we are back to using current resources more effectively. Cooperation and sharing will be important in helping all of us stretch those resources.

We must work together to provide the best possible education to the 45 million students in our public and private schools. Cooperation rather than contention, will move us toward this goal.

I and the Region IX staff are willing to help all of you as best we can. Through the National Diffusion Network and similar efforts, we hope to work with you to identify and share successful programs. We will continue to try to provide opportunities such as today to gather and discuss current issues. We will continue to encourage cooperation and sharing.

Thank you all for coming today and for your personal willingness to share.

"A Loaf of Bread, A Cup of Coffee and Thou"

Dr. Charles J. O'Malley, Executive Assistant for Private Education
United States Department of Education

On September 13, 1982 just two months ago, President Ronald Reagan signed a proclamation designating the week of November 14, as American Education Week. He stated:

> "...The timely theme for American Education Week this year is "A Strong Nation Needs Strong Schools." Every American should take this theme to heart and give renewed support to our schools, be they public, private, or synagogue or church affiliated. Strong community support results in effective schools. Effective schools help assume that our democratic society will flourish."

Back in the mid-1600's John Milton wrote:

> "I call therefore a complete and generous education that which fits a man (Milton wrote in a chauvinistic era) to perform justly, skillfully and magnanimously all the office both private and public."

Both of these statements clearly illustrate the vital role education has played for centuries - as well as the vital role you and your colleagues in public and private education play in assuring that our democratic society will indeed flourish.

The theme of your conference, "Private and Public Schools Working Together" is one that is also being replicated in other areas throughout the country.

In Region 2 (New York), a similar conference was held last spring. Region 4 (Atlanta), is hosting a public/private conference on December 15; Region 5 (Chicago), is in the planning stages of their conference. The Florida Department of Education and the Florida Association of Academic Nonpublic Schools (FAANS) hold "ad hoc" meetings, wherein the State Commissioner of Education and his deputies meet quarterly with the officers of FAANS, to discuss matters of mutual concern. New Hampshire and Michigan have similar structures.

As Dr. Schwartz mentioned in her preliminary remarks, on the national level, the Secretary and our office - along with the National Association of Elementary School Principals - have been instrumental in setting up what is known as the Koffee Klatch - an informal get-together involving a very broad, diverse listing of organizations which have met three times within the last five months - with their fourth meeting scheduled for next Friday - November 19th.

At the Koffee Klatches were representatives from:

American Association of School Administrators
National Association of Secondary School Principals
National Association of Elementary School Principals
National School Boards Association
National Association of State Boards of Education
National Association of Private Schools for Exceptional Children
National Association of Administrators of State and Federal Education Programs
Education Commission of the States
National Conference of State Legislatures
Council for American Private Education
Association of Christian Schools International
National Association of Independent Schools
National Society of Hebrew Day Schools
National Catholic Educational Association
United States Catholic Conference
American Association of Christian Schools
Citizens for Educational Freedom
Association of Christian Schools International
Accelerated Christian Education
National Catholic Conference of Seventh Day Adventist

discussing topics such as private school student participation in the block grant and PL 94-142 programs, private school support of public education programs, i.e., bond issues, etc., private school governance issues - (we viewed the video tape of Pastor Everett Sileven's arrest in Lewisville, Nebraska, and had a very lively discussion afterward.)

Unfortunately, even though this idea of getting together over coffee and bread or donuts is gradually spreading, there still exists many areas of confrontation between private and public education. What is it that causes - or allegedly causes - the friction leading to confrontation?

Some real and some distorted conjectural-perceptions about each other are magnified to the point where there develops a very deep fear and mistrust

about the other's motives. I think Dr. Hansen accurately described this mistrust in his session just prior to this luncheon.

For example, I have heard stated at a number of private school conferences and meetings that public education and "government" are out to put private education out of business.

At the Council of Chief State School Officers Study Commission meeting a couple of summers ago, I heard a very articulate and a very sincere deputy say that private education and "government" are out to kill public education.

Recently, while chatting with a highly respected state superintendent, I heard in essence, that many of the private school brushfires, in that chief's opinion, were part of a concerted effort by certain groups to take control of public education. Later, meeting with private school leaders, I heard that the states are intent upon passing legislation and regulation which would force private schools to go out of business.

There are many misconceptions about private schools, e.g. all are segregated academies, none have discipline problems, all have high tuition charges, or religious manufacturing cannon balls in the basement of convents and rectories for that time when the papal fleet invades San Francisco Harbor.

There are as many misconceptions about public schools, e.g. teachers are grossly overpaid, the schools always have enough money to do whatever they want to do, or the teachers have no interest in the education of their children.

Now, I come to what might be done to correct some of these misconceptions, and hopefully reduce some of the areas of confrontation.

Let me say here that this is why - and where - I choose to borrow from and to paraphrase Omar Kyham's immortal RUBIAT

A loaf of bread, a cup of coffee and thou...

because it's going to boil down to you and your counterpart - your colleague from the "other" sector of education, getting together in an informal and relatively friendly atmosphere- over coffee, breakfast, lunch or dinner, and working out policies and agreements addressing student

transfer placement situations, student athlete eligibility, new administrative teaching and coaching techniques, joining professional groups such as Teachers of English Assoc., Math, etc., or just local or community concerns. It's going to boil down to district and state federal program coordinators getting together "LOAF OF BREAD, A CUP OF COFFEE and THOU" style with appropriate private school representatives in order to develop equitable and meaningful service delivery systems to private school children eligible to participate in the federal programs. Some 15 years ago, when I was appointed Assistant Superintendent for Governmental Programs for the Catholic Archdiocese of Miami, and was responsible for obtaining services for Catholic school students in 12 LEA's in Southeast and Southwest Florida - including Miami and Ft. Lauderdale, I spent at least three mornings a week drinking coffee or having breakfast with the LEA representatives from those two cities, trying to develop a climate of mutual trust and respect. Although it took almost 18 months before we were able to develop Title I programs serving parochial school children, once those programs were implemented, hundreds of eligible Catholic school minority students attending inner city schools were receiving remedial reading and speech therapy services through exemplary model Title I programs.

The cup of coffee did pay off.

What else can be done to correct some of the misconceptions I alluded to earlier? Here in California, the fact that this conference is being held is a strong indication that you are off to a great start. You have a strong viable state association of private schools - which, I believe, is representative of a very broad range of private education. You have educators within the California Department of Education who are very intent upon providing quality education regardless of where the children attend school - public or private. You have an institution of higher education involved in promoting and developing better communication between public and private education, as evidenced by Dr. Schwartz's offer to facilitate. You have a regional office which is also interested in this worthy goal - to the point where this office has already convened similar conferences. And most importantly, you have yourselves - educators who have given of yourselves to foster the type of communication so essential to the well-being of your students.

I'd like to go back to today's conference agenda for a couple of minutes to take a look at some of the purpose of the conference.

Purposes:
1. To exchange ideas and information about issues and activities of mutual interest to public and private administrators.

2. To provide information and training sessions to private and public school administrators which will increase their effectiveness as educational leaders and offer opportunities for increased cooperation.

Now, look at some of the agenda items:

- Administrators' Stress: Coping with Burnout
- New Technology: Learning Tools for the 80's
- Quality Circles: A New Decision Making Process for Administrators
- Making Staff Development Activities Work
- Using Computers for School Instruction and Management
- And most importantly: Beginning a Private/Public School Dialogue--What are the Payoffs?

These purposes and topics are fantastic! All but the last one are not Public/Private school topics! They're Education topics! Issues, questions, concerns that you - as dedicated professionals teaching or serving as administrators in public or private schools are interested in so that you can better serve your students. Let me re-address the Koffee Klatches that I mentioned to you a couple of minutes ago.

Several of the participating groups have referred to their involvement in the Koffee Klatches in their association newsletters. As a result, a reporter from Education Week called me earlier this week, asking for details about these unusual get-togethers. During the course of our conversation, she asked me what we - the Secretary and I - hoped to accomplish by convening the sessions - other than just encouraging dialogue. I responded that, to us, encouraging dialogue between private and public school leaders was of itself a worthwhile reason for scheduling the meeting. When I hear national leaders of the fundamentalist Christian schools, leaders of CAPE-type private schools and leaders of the major public associations "small talk" about getting together - on their own - for lunch or for dinner, to "chat" about whatever, I am encouraged.

I'm encouraged when many of these same leaders contact their state or local counterparts to help resolve a serious problem - as many of them did during the recent confrontation in Lewisville, Nebraska. I am even more encouraged when organizations such as CCSSO,AASA, NCSDA, AACS, and others ask that we identify states wherein there exists pretty good relationships between public and private education (not necessarily limited to financial assistance for private school children). After identifying these states, we're going to analyze what makes these relationships tick, and encourage the state organizations to take a good look at the findings. Maybe some of these model relationships can be emulated in other states. Maybe we can get back to teaching kids or administering our schools without worrying about the countless - and needless - time and effort spent in fighting with each other.

In closing, let me leave you with a couple of practical reasons why we should utilize the LOAF OF BREAD, CUP OF COFFEE and THOU technique a little more than we have been:

1. The Digest of Education Statistics (1982) published by NCES, shows that of the five million+ children in private schools today, almost 60% of them are elementary school children - and only 20% attend private high schools. Does that mean that a couple of million children graduating from private elementary schools continue their schooling in public junior or senior high schools? In many cases we are talking about John and Mary who attend private and parochial schools for a few years, then go the PS High School for the next few years.

2. Back in the early 1970's, a conference was held at the Arlie House, somewhere in Maryland, attended by public and private educators from the major cities, as well as some of the national leaders. One of the findings from the conference was that in those states and/or districts where there existed a positive relationship between public and private education, bond issues and public education support programs were consistantly approved.

Private school leaders, principals, and pastors were encouraging their constituencies to support thes programs because they (private school parents) had an interest in public education.

In Florida recently, FAANS issued a press release supporting and congratulating State Commissioner of Education, Ralph Turlington for his efforts to strengthen education in the state.

The Catholic Bishops issued similar statements, encouraging the Catholic laity to support public education.

Just food for thought.

My best wishes for your continued success, and my thanks for extending to me this opportunity to be here with you today.

WORKSHOP SUMMARIES

The School Foundation Movement

Dr. Leon Lessinger, Supt. of the Beverly Hills Unified School District
Diane Kommers, Director of Development for the San Francisco Education Fund

School district foundations are a fast-growing response to the fiscal crisis and a reflection of an increasing community committment to local schools.

Dr. Leon Lessinger, Superintendent of the Beverly Hills Unified School District, has been involved with one of the oldest and most successful school district foundations. He discussed some of the district's fund-raising strategies, and the extensive involvement generated in the community. He also pointed out some of the problems that can occur when the superintendent, members of the school board, and the school foundation officials don't cooperate or agree on use of the funds.

Diane Kommers, Director of Development for the San Francisco Education Fund, provided an overview of current activities in the school foundation movement. There are a wide variety of foundations and Ms. Kommers noted some major distinctions. In one group are those foundations which are strictly for fundraising; these dollars are usually controlled by the school superintendent and the school board. People in these groups usually feel that educational decisions should be made by educators. On the other side are those foundations which both raise and control funds, often through a grant process. This group more often believes that dollars should be directed to the classroom, should support teacher morale, and should build community knowledge and support of schools, Other distinctions involve fund-raising techniques, sources of funds, and use of volunteer or paid staff.

The development of school foundations has raised some important, yet unanswered questions. How do they affect financial equity, since most foundations so far have been established in affluent urban/suburban districts? How does a community address the issue of several distinct elementary districts feeding into a single high school district?

A community must be very careful from the beginning to establish a foundation with clear goals, clear relationships with school officials, and broad community support.

Administrators' Stress: "Coping with Burnout"

-Professor Don Barbee, San Francisco State University

The session focused on two stress topics. The first topic reviewed research from five studies which had implications for educators and especially school administrators.

The second topic briefly reviewed some alternatives for coping with stress. Each alternative had to be easy to do and cost little or nothing. From weighing the alternatives, members of the group selected three approaches for discussion. The alternatives selected were: (1) a stress-less diet, (2) the use of laughter, play and games and (3) the Rake-Holmes life event scale for addressing one's stress "Quotient." Those in attendance also received a copy of a "do-able" exercise program.

Quality Circles: "A New Decision Making Process for Administrators"

-Professor George Hallowitz, San Francisco State University

Dr. Hallowitz gave a brief overview of the history of the development of the quality circle approach to decision-making. The development occurred in Japan, mostly in the industries of that country. Over the recent past, recognition has been given to the quality of Japanese products, and people became curious to find out why the Japanese industry was superior. One of the factors found to attribute to this success was the concept of the quality circle, or how people interact. American industry has begun to introduce the quality circle into the work setting. There are now thousands of places in the private sector where this concept is being used in the U.S.: banks, manufacturing retail sales, etc. The Golden Gate Chapter of the Association for Quality Circles recently had a meeting where 200 participants employed as quality "facilitators" attended.

Dr. Hallowitz went on to explain what a quality circle is, and how it works. A quality circle represents a voluntary association of 8-12-15 individuals, employees who are on "delivery point" of what they work. By employing a problem-solving approach, they hope to improve production and the quality of their work life.

To work properly, management has to make concessions: (1) Participation must not be mandatory, (2) quality circles must occur on company time and (3) management must give full support to decisions taken by quality circles. Management must define areas which can and cannot be decided by the quality circle. The history of quality circles shows that industry is happy to donate areas of autonomous decision making 85-90%. It is essential that management be willing to give training to facilitators.

Results of quality circles: They work well and provide good return to management in terms of increased productivity, which more than compensates for the investment of time and training. When employees feel involved, valued, and committed they put out more and are energized, loyal and happy. Quality circles seem to enjoy a high success rate.

The presentation then shifted to the topic of the relationship of quality circles to education. Dr. Hallowitz explained that education is just beginning to explore this area in light of the growing concern with burn-out. The S.F.S.U. Department of Administration has developed a course in quality circles where the students were teachers and discussed "real" problems, found solutions. At the end of the course, the teachers still wanted to continue to work together in a quality circle.

The idea of problem solving and committees isn't new, but sometimes has been ineffective. People must be trained to (1) identify problems,

(2)prioritize problems, (3) find causes underlying problems, (4) gather reliable, relevent information and analyze it, (5) find optimum solutions: implement them, monitor them, evaluate them. Members of quality circles must be trained to play an active part, support the group regardless of the decision made, brainstorm and arrive at consensus. (don't take votes.) They must train facilitators to lead the group.

"New Technology: Learning Tools for the 80's"

Dr. Albert Piltz, Education Specialist,
U.S. Department of Education, Region IX

Secretary Terrel Bell considers technology in the classroom to be one of his highest priorities. The role of the U.S. Department of Education is to provide support and assistance to states and school districts. However, the implementation of programs utilizing the newest technologies rests with educators.

It was noted that computers are but tools and can be utilized by teachers to relieve them of tedious work. They can be utilized to help process information, to help individualize programs.

Computers must be selected on the basis of what you want to have done. Educators must be careful in selecting software for use with computers. Much of the early software produced was of poor quality.

A considerable portion of the workshop was given over to demonstrations of various software programs currently being utilized in the areas of special education, humanities, music, spelling and vocabulary.

"Beginning a Private-Public School Dialogue: What are the Payoffs?"

-Professor Ralph Hansen, San Francisco State University

Professor Hansen described an activity in which he has been engaged involving private parochial high schools and the Department of Secondary Education at San Francisco State University. His efforts have been directed toward developing and implementing a single subject credential program for

the teachers working in these schools. Many of the courses in this program have been offered on-site in the participating schools. Over 60 private school teachers were enrolled in the first year of the program. Professor Hansen described how relationships developed between the private school teachers and the faculty at the university.

The description of this program led participants to ask questions about credential programs for persons teaching in their private schools. Other kinds of services were described that faculty in the School of Education could offer staffs in private and public schools (in-service activities). Participants discussed problems inherent to the establishment of relationships between private and public schools. Currently, there is a considerable resistance to such relationships being established. The promulgation of voucher plans and tuition tax credit proposals heightens tensions amongst the groups. Members of the group were invited to suggest ways by which dialogue and working relationships between public and private schools could be established.

Going with Winners:

Instructional Programs that are Working Right Now and are Available to your Private or Public School through the National Diffusion Network

-Ms. Ginna Brock-Lurton, Consultant, Exemplary Programs, California State Department of Education

Ms. Brock-Lurton distributed a handout entitled "So You Want to Know More About the NDN. As she explained, the National Diffusion Network is a federally funded system that makes exemplary education programs available for adoption by schools at all levels. NDN provides dissemination funds both to exemplary programs and to persons known as facilitators, who serve to match these programs with schools that would benefit through adoption. NDN facilitators serve to form a "network" of program adoptors within a state or region, or nationwide. The exemplary programs must first "pass" the Joint Dissemination Review Panel (JDRP), composed of education and evaluation experts drawn upon by the U.S. Department of Education. Schools adopting JDRP approved programs entail a lower cost if such programs are receiving

federal dissemination funds, which number about 139 of the over 6,000 adoptions in a typical year. Approximately 20,000 teachers participate and 500,000 students benefit from such adoptions, and several evaluations of the NDN show it is meeting its goal of helping schools improve education through the dissemination of effective programs.

"How to Avoid an Audit Disaster"

-Mr. Walter Saulter, Auditor, U.S. Department of Education, Region IX

Auditors experience two major problems when conducting audits of Federal or state projects:

1. Inadequate accounting records and systems
2. Unsubstantiated reimbursement requests

In regard to the first problem, it is necessary to record where all project dollars are spent. There needs to be documentation (purchase orders, invoices, etc.). Without such documentation, there will be trouble. Documentation records should be held for five years.

In regard to the second problem, the preparer of a claim must know procedures and restrictions pertinent to particular claims. Claims and accompanying source materials must be recorded in official accounting records. Oral approvals must have documentation. Written regulations supersede any oral over-rides or approval.

Federal regulations pertaining to grants must be carefully read and the program must be in compliance with regulations. The audit agency conducts an after-the-fact financial evaluation. The appraisal is based on the major question: Does the financial expenditure meet and comply with the restrictions and regulations of the program?

"Clinical Supervision for Public and Private School Administrators"

-Professor Dorothy Lloyd-Jordan, San Francisco State University

What is clinical supervision? Simply stated, the improvement of instruction by way of classroom observation and follow-up teacher conference. The purpose of clinical supervision is to help focus what is the actual teaching performance. The identification of teacher performance should lead to changes,

modifications and additions to a teacher's repertoire of effective teaching strategies and behaviors.

What are the processes involved? A trustful relationship should be established between supervisor and teacher. A pre-conference can establish what procedures will be followed in the classroom visitation and follow-up conference. The observation should be structured with a plan of action agreed to by the teacher. In the post conference there should be feedback on what the supervisor observed. The supervisor should offer a diagnosis of problems and possible strategies for improving instructional methods. The supervisor and teacher should be in agreement as to a course of action.

It is important that the supervisor know what good teaching is, and what good class management and human relationship skills are.

Dr. Jordan chose a member of the group and used him to provide an example of the process she advocates. This example was then followed by a short film which demonstrated the process.

ECIA - Chapter 2: Monies for Public and Private Schools Participating in State Priority Programs

- James Smith, Deputy Superintendent for Curriculum and Instruction
  Phil Daro, Director of Technology Education
  Janet Mc Cormick, Private School Liaison

The representatives of the State Department of Education explained services available to private schools through the State Department. Services funded through Education Consolidative Improvement Act, (ECIA) were highlighted. These include the Effective Classroom Training (ECT) program, which provides secondary teachers with six days of training on classroom practices designed to increase the quantity and quality of time students spend engaged in academic tasks. Also discussed were training programs for counselors, computer specialists, and school administrators concerning utilization of community resources, and school climate.

Private school participation in the Chapter II Mini Grant Program was explained. There was a general discussion regarding private school-public school relations. The role of the State Department's Private School Liaison was also explained. Participants identified problems of greatest concern,

which could be resolved through the intervention of the liaison.

Janet McCormick invited anyone with questions or concerns regarding Chapter II to call her at (916) 323 0547.

Making Schools Work

-Dr. Bruce Joyce, Professor of Secondary Education, SFSU

Dr. Joyce talked about some important generalizations that have emerged from the research on how to make schools and teachers more effective.

First, people run schools. How teachers, administrators, and students behave in a school setting matters and accounts heavily toward determining a school's effectiveness. The social climate of a school is extremely important. Second, quality and not just quantity of effort, materials and time is what counts. However big the school library, however much is spent per child, and however experienced the teachers, without a high quality of effort those factors alone make little difference. Third, the curriculum of the school, which includes what is taught, how it is taught, and the social climate within which it is taught, is very important.

Dr. Joyce also discussed the attributes of effective schools: clear academic and social behavior goals; order and discipline; high expectations; teacher efficacy; pervasive caring; public rewards and incentives; administrative leadership; & community support. All of these help promote conditions for effective teaching and learning across all classrooms and learning centers. Within the classroom attributes that increase effectiveness are: high academic learning time; frequent and monitored homework; frequent monitoring of student progress; coherently organized curriculum; variety of teaching strategies; and opportunities for student responsibility.

In closing, Dr. Joyce asserted that what is important about these beliefs is that they are shared by educators who otherwise espouse and have developed very different approaches to the creation of an effective education.

"Using Computers for School Instruction and Management

-Dr. Hal Jonsson, Professor of Interdisciplinary Studies, SFSU

Computer literacy is a prerequisite to effective participation in an information society and as much a social obligation as reading. We must get our students ready for the technology of a new era if the U.S. is to function competitively.

We must know how to use the computer in our everyday life. It is not just a tool to aid in learning but it is also a tool to learn. The micro-computer "revolution" offers a reason to review curricula, as well as devising new methods of instruction. Teachers need to be imaginative and willing to put forth some additional time and energy in setting up their computer classroom program. Some teachers are using the computer as a tool to encourage children to think and learn in new and exciting ways, and to supplement their regular subject matter.

Until recently, educational software consisted mostly of lifeless drills and practice. Programs aimed at schools with low budgets for computer learning aids. Many critics are apprehensive that computers might lead to less human association and result in social fragmentation. As computer literacy becomes more important, the position of the underprivileged could worsen. Critics are worried about the mechanical thought-processes and potential health hazards of computer overuse.

Some parents think of computers as game playing and consider computers a frill in school. Many are pessimistic about:

1) a further decline in necessary computation skills as computers do more of the work.
2) lack of excitement in training programs as compared to games
3) lack of reading motivation
4) computers are likely to widen the gap between rich and poor

Phil Daro, administrator of computer education for the State Department of Education says that what he sees from a recent survey is that middle and upper classes are taught how to control the machine and the lower classes are being controlled by it. His survey shows that schools for low income areas use computers heavily for drill and practice, and schools in affluent areas

use computers to teach problem solving.

According to a recent Business Week article the explosion of the home computer market promises new educational games applying graphics, color and win-or-lose excitement of video games to lessons in math, reading, and logic.

It will be necessary for the computer specialist to work closely in guiding teachers with proper methods, knowledge of programs available, training, etc, so that teachers will in turn be able to make wise decisions concerning software and courseware. Teachers must be able to guide students to look at the computer as a servant--not vice versa.

The afternoon session of the workshop provided hands-on activities with micro-computers. The activities were a direct outgrowth of the session "New Technology: Learning for the 80's.

APPENDIX

A LEADERSHIP CONFERENCE FOR PRIVATE & PUBLIC SCHOOL ADMINISTRATORS
JOINTLY SPONSORED BY THE SCHOOL OF EDUCATION, SAN FRANCISCO STATE UNIVERSITY;
THE U.S. DEPARTMENT OF EDUCATION, REGION IX; AND
THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION
NOVEMBER 13, 1982

THEME: Private and Public Schools: Working Together

PURPOSES:

To exchange ideas and information about issues and activities of mutual interest to public and private school administrators.

To provide Chapter 2, Block Grant and National Diffusion Network information to school administrators.

To provide information and training sessions to private and public school administrators which will increase their effectiveness as educational leaders and offer opportunities for increased cooperation.

To provide information about newly consolidated Federal programs available to private and public schools.

To provide information about exemplary programs suitable for replication in public and private schools.

CONFERENCE AGENDA

8:30 - 9:00 Registration ... Coffee ,,, Room 117, Education Building

9:00 -10:00 Opening Session

Welcome: Dr. Paul Romberg, President, SFSU

Purposes of Conference: Dr. Henrietta Schwartz, Dean
School of Education, SFSU

Speaker: Dr. Eugene Gonzales, Secretary's Regional Representative
U.S. Department of Education, Region IX

Topic: "Federal Priorities in Education: Public and Private Schools"

10:00-10:15 Break

10:15-11:00 Session I

11:15-12:00 Session II

12:00- 1:00 Luncheon - University Club

1:15 - 1:45 Speaker: Dr. Charles J. O'Malley, Executive Assistant for Private Education, U.S. Department of Education

Topic: "A Loaf of Bread, A Cup of Coffee, and Thou"

2:00 - 2:45 Session III

3:00 - 3:45 Session IV

4:00 - 4:30 Closing Session: Dr. Leonard Meshover, Associate Dean
School of Education, SFSU

PROGRAM SESSIONS:

Room

Session I (10:15-11:00); repeated as Session III (2:00-2:45)

134 1.- School Foundation Movement: An Alternative Source for Fund Raising
Dr. Leon Lessinger, Superintendent of Schools
Beverly Hills Unified School District

Ms. Diane Kommers, San Francisco Education Fund

I-27 2.- Administrator's Stress: Coping with Burnout
Dr. Don Barbee, Professor of Educational Administration, SFSU

141 3.- Quality Circles: A New Decision-Making Process for Administrators
Dr. George Hallowitz, Professor of Educational Administration, SFSU

117 4.- New Technology: Learning Tools for the 80's
Dr. Albert Piltz, Education Specialist, U.S. Department of Education, Region IX, San Francisco

125 5.- Going with Winners: Instructional Programs that are Working Right Now and are Available to Your Private or Public School through the National Diffusion Network
Ms. Ginna Brock-Lurton, Consultant, Exemplary Programs, California State Department of Education

128 6.- ECIA Chapter 2: Monies for Public and Private Schools
Mr. Phil Daro, Chief, Program Management and Review
California State Department of Education

Session II (11:15-12:00); repeated as Session IV (3:00-3:45)

II-27 7.- Making Schools Work
Dr. Bruce Joyce, Professor of Secondary Education, SFSU

II-117 8.- Beginning a Private-Public School Dialogue: What are the Payoffs?
Professor Ralph Hansen, Professor, SFSU

II-141 9.- How to Avoid an Audit Disaster
Mr. Walter Saulter, Auditor, U.S. Department of Education, Region IX

134 10.- Using Computers for School Instruction and Management
Dr. Hal Jonsson, Professor of Interdisciplinary Studies in Education

125 11.- Clinical Supervision for Public and Private School Administrators
Dr. Dorothy Lloyd-Jordan, Associate Professor of Elementary Education, SFSU

128 12.- ECIA Chapter 2: Participating in State Priority Programs - Getting

Mr. Jim Smith, Manager, Instructional Services, California State Department of Education

1982 PUBLIC AND PRIVATE SCHOOL CONFERENCE

SAN FRANCISCO STATE UNIVERSITY SCHOOL OF EDUCATION
U.S. DEPARTMENT OF EDUCATION
CALIFORNIA STATE DEPARTMENT OF EDUCATION

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1982 PUBLIC AND PRIVATE SCHOOL CONFERENCE

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